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# **Gender in BRAC-WASH**

## **Guideline & Operational Strategy**

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BRAC WASH Programme



## 1.0 Background

- 1.1 This Outline Guideline and Strategy Paper are produced as one of the outputs by the Mission<sup>1</sup> charged with producing a Guideline and Operational strategy for Gender in WASH. It is intended to be used only as a catalyst to kick start an internal process of gender analysis, strategy formulation, commitments and action plan. This process is essential for staff interest, ownership and commitment, to achieve the objectives suggested in this paper. These objectives derive their legitimacy primarily from WASH's programme document, the PRSP and GoB commitments on water and sanitation and gender and BRAC's own commitments to women's empowerment and poverty reduction in Bangladesh.
- 1.2 The Operational Gender Strategy for WASH must be seen as a programmatic extension of BRAC's overall Gender Policy finalized in March 2007, that has a legitimacy and life beyond external funding for WASH and any donor related timeframes and priorities.
- 1.3 WASH investments will result in true poverty reduction and sustainable improvements in health, only if it is able to successfully ensure project benefits to the ultra-poor, especially poor women and girls. Additionally, WASH is strategically positioned (timing, human and financial resources and organizational commitment) to lead programmatically in BRAC on the implementation of BRAC's corporate Gender Policy.
- 1.4 WASH operates in a *dynamic* socio-political environment. As such, it is imperative that the Gender and Equity guideline and strategy be regularly reviewed and updated.

## 1.1 Why Gender?

### **Gender in Bangladesh**

*Women remain the principal water managers in Bangladesh. However they are not necessarily the ones making the decisions and are rarely recognised in their role of key resource managers beyond the traditional household. They continue to have a poorer command over resources and a weaker ability to generate income, which in turn constrains their power to influence resource allocation and investment decisions at household, community and national levels. The burden of poverty continues to fall disproportionately on women and girls with low literacy rates, low nutrition, low income with discriminating wage differentials compared to men, low life expectancy and high morbidity.<sup>2</sup> This chronic and persistent gender inequality has fundamental implications for growth and inequality in Bangladesh as a whole and is a significant barrier to poverty reduction.<sup>3</sup>*

*Women do not share a single gender identity in Bangladesh even within the same wealth, status or residence category. Autonomy and authority are shaped by life cycle events. A determining moment comes with marriage, consequent fertility and the quality of relationships with both husband and in-laws.<sup>4</sup>*

<sup>1</sup> The mission comprised of Sharmin Farhat Ubaid, Gender Specialist, BRAC and Archana Patkar, International Consultant and was undertaken in late March 2007. See Also Full Report, Inclusion & Equity in WASH by A. Patkar, April, 2007.

<sup>2</sup> GOB, EPRSP, December 2002, Women's Advancement & Removing Gender Gaps, page 47

<sup>3</sup> BIDS, Bangladesh Human Development Report, January 2001

<sup>4</sup> Key gender issues in Bangladesh, Julie Lawson –McDowall, August, 2001

*Men experience poverty as bitterly as women since their masculinity – in the eyes of society- often depends on fulfilling an ideal of the male provider and protector and failing to do so is both a material and psychological blow.*

*There are approximately 63 million children aged 18 and under in Bangladesh.<sup>5</sup> The majority of these children live in rural areas, and around half come from households that are below the poverty line. The vast majority of children in Bangladesh are involved in work of some kind: in household chores, in agriculture, or in paid employment. Children from vulnerable households have the highest workloads. Adolescent (aged 14 to 19 years) participation in the workforce is estimated at 1.5 million workers in the garment industry alone, of which 90%, or 1.35 million, are female.<sup>6</sup> Neither secondary schools, vocational training centres or the workplace provide adequate sanitation facilities. Even where basic latrines exist there is no thought to menstrual hygiene needs.*

## 2.0 Conceptual issues of relevance to WASH

- 2.1 Gender needs are of two kinds – practical gender needs that aim to improve the condition of women in their existing gender roles as women and mothers and strategic gender needs that challenge the subordinate position of women in society, aiming to reduce inequalities between men and women with the aim of achieving gender equality between the sexes.
- 2.2 The conventional rationale for a focus on gender in water and sanitation programmes, is that educating a woman about hygiene and sanitation and safe water, educates the entire family and leads to direct health benefits. Improved hygiene behaviour and access to and use of convenient, reliable, good quality water and sanitation services through WASH will serve women's practical gender needs<sup>7</sup> by lightening their burdens, reducing collection time and drudgery, improving household health and thereby reducing medical expenditures, women and girls' responsibilities as caregivers.
- 2.3 The WASH design recognizes women's primary role as water and sanitation managers and explicitly targets women in some manner or in some components, to ensure their participation and to ascertain that women are direct beneficiaries of a percentage of project benefits, while also calling for sharing of burdens by men and women.

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<sup>5</sup> Children's Rights and Children's Work in Bangladesh: A Scoping Study

<sup>6</sup> Adolescent Girls in Bangladesh, UNICEF, October 1999

<sup>7</sup> **Practical gender needs** revolve around the immediate, material needs of women in their existing gender roles (mainly as mothers and housewives). Programs designed to meet practical gender needs are usually oriented to the domestic and community arena, e.g. requirements such as food, water, shelter, urban services, and so on, which enable women to perform their reproductive tasks more efficiently. Since women's 'traditional' gender-assigned roles generally revolve around the care and nurture of husbands and children, the satisfaction of women's practical gender needs is likely not only to benefit women, but all members of their households. **Strategic gender needs** aim to go much further than providing women with the practical means of fulfilling their reproductive roles, revolving as they do around issues of status and challenging gender inequality. As Caroline Moser (1993) describes in *Gender and Development*: Strategic gender needs are the needs women identify because of their subordinate position to men in their society ... They relate to gender divisions of labour, power and control and may include such issues as legal rights, domestic violence, equal wages and women's control over their bodies. Meeting strategic gender needs helps women to achieve greater equality. It also changes existing roles and therefore challenges women's subordinate position.

- 2.4 WASH has already identified many strategic areas that go beyond this direct, but limited impact to women's rights and position in society. These include human security, dignity and privacy in addition to potentially powerful improvements in women's voice and decision-making, livelihoods and status -utilising water and sanitation as important entry points for empowerment. Additionally, BRAC's rich programming experience on targeting the ultra poor and assessing impact under CFPR will be invaluable for work on Inclusion and Equity under WASH.
- 2.5 The time has come to go beyond mere *participation* of poor women in project processes to women's *voice and influence in decision-making*. To do this WASH will need to develop and use a gender analysis framework, which calls for disproportionate attention to the quality of project processes and staff commitment and capacity matched by accountability, to translate project objectives on gender into measurable results.

#### **Gender Relations amongst the Ultra Poor**

*It is important to note that women's agency is not simply a means to empowerment and socio economic and political development of women, but it can be a development goal by itself (Mahmud, 2003). Kabeer defines agency as the ability to define one's goals and act upon them. Agency is about more than observative action, it also encompasses the meaning, motivation and purpose which individuals bring to their activity, their sense of agency or the power within. (Kabeer, 1999: 438). The measure of women's relative being is also examined through considering empowerment as a process of improving their status vis-à-vis men in the household and some of the indicators in this case are women's involvement in intra household matters such as , decision making, control over household income and assets, etc. ( Mahmud, 2003)*

Women's Bargaining Power and Extreme Poverty – An Exploratory Study of the Gendered Relations of Women in the Targeting the Ultra Poor Programme, RED, November, 2005

*Note: For definitions of specific terms refer BRAC's Gender Policy*

### **3.0 Gender and WASH: Key Issues and Approach**

*Bangladesh is a patriarchal society where men have more power than women and readier access than women to what is valued in the society or in any societal sub-group. As a consequence of this power and privilege differential, men in this society occupy positions that permit them to shape and control many, if not most aspects of women's lives. To understand this uneven distribution of power and privilege there is a need to examine how it came into being, how the oppression of women by men is related to other forms of social oppression; and to develop strategies to eradicate it. This means redefining societal norms and changing institutional structures biased in favour of men and the elites, changing the legal framework so that it is not biased against women and working for political commitments towards such changes ... and most importantly helping women to struggle against their internalized subordination.*

*BRAC Gender Policy, March 2007*

- 3.1 Intra-household deprivation is a root cause of gender inequality and increased household income due to livelihood benefits from the project does not necessarily translate into any benefits for women and girls.
- 3.2 Within the socio-cultural reality of most of rural Bangladesh, *adolescent girls* are the most vulnerable and powerless, deriving any rights they may enjoy via the family, mothers and fathers.
- 3.3 Project processes, including participation in planning, hygiene promotion sessions and meetings place an additional burden on women. Men participate when money is involved and hard decisions need to be made.
- 3.4 Women provide a soft and easy target for project processes. There are too many women gender trainers, women project assistants and field staff. What is more important, is giving women and girls priority in project generated livelihood options, non-traditional roles such as accountants, water quality experts, construction quality control supervisors, senior managers and project monitors.
- 3.5 Data generated from BRAC's health, education, micro-finance is not sufficiently clear on *who* benefits and *how*. Assumptions are rife with insufficient intra-household analysis around income distribution, women's share of status, power and decision-making. Equal benefits to men and women, or 50% representation on committees means that men will dominate by virtue of their inherently superior position in rural Bangladesh society, unless project staff goes beyond these numbers to ensure that women's voices, action, decisions are prioritized at all stages. Analytical impact studies for CFPR clearly vindicate the effectiveness of strategies disproportionately focussed on increasing the financial, human and social assets of the most vulnerable women and households, categorised and selected in participatory manner as poor, women headed households with minimal land, no male earning member, not creditworthy.....
- 3.6 **WASH will follow a *rights based approach* which values women and girls as individuals first and then as key members of the family and household. Women are not a homogenous, weak and vulnerable group – but heterogeneous and diverse in their strengths and weaknesses, abilities and interests.**

## 4.0 Expected Outcomes in BRAC WASH

*Gender is a cross-cutting issue which calls for commitment from all levels of staff to integrate gender perspective in their respective programmes. .... I assure support mechanisms identified by this policy for gender integration will be in place to provide assistance to staff in gender integration.....*

*Fazle Hasan Abed, Founder and Chairperson, BRAC  
Preface, Gender Policy, March 2007*

- 4.1 WASH staff and linked BRAC staff more aware on programme and non-programme issues related to equity, gender and development.

- 4.2 Improved analytical skills on inclusion, equity and poverty among WASH staff at all levels with the linked confidence to innovate during implementation.
- 4.3 Increased access to and use of watsan services for the most marginalized households within each community.
- 4.4 *Disproportionate* benefits from WASH to women and girls, the poorest and disadvantaged with reduced collection times and distance for water, increased reliability and convenience leading to measurable time savings used for rest or for productive purposes.
- 4.5 Women and girls have *year-round, convenient* access to adequate water for washing and bathing, which they utilize for personal and household hygiene and purposes, leading to reduced burdens and improved health and well-being.
- 4.6 User friendly, affordable, easy to clean and maintain sanitation options (latrines, drains, compost pits, soak pits, etc.) result in increased household demand and improved environments, reducing the overall burden of disease and its toll on women and girls and poor families.
- 4.7 Increased use by adolescent girls of suitable sanitation and water facilities in secondary schools enable girls to manage their menstrual hygiene and sanitation needs and thereby reduce monthly absenteeism and linked drop out.
- 4.8 Women and girls have disproportionate access to project information and decision making at all times in WASH.
- 4.9 WASH investment decisions, technology options, siting and cost recovery strategies reflect women and girls' choices and preferences.
- 4.10 Hygiene education and O&M responsibilities are equitably shared without women bearing a disproportionate part of the unremunerated burden.
- 4.11 Women manage a substantial part of project funding and assets created by phase 2 of the programme.
- 4.12 Project generated livelihood opportunities are offered first to the most vulnerable, including women and girls.
- 4.13 Women in project upazillas, demonstrate increased voice and agency – with an demonstrated ability to address other gender concerns on their own (early marriage, violence against women, dowry, poor health-seeking behaviours, etc.).
- 4.14 Men and adolescent boys in project upazillas allocate more time and interest for soft aspects of WASH including hygiene promotion sessions
- 4.15 WASH is able to extend the demand for facilities beyond households and schools by successfully demonstrating cost-effective, gender-sensitive technology options in markets, government buildings, health centres and clinics, etc.
- 4.16 Increased women in senior management across BRAC Wash
- 4.17 BRAC discourse with donor, NGO partners and local and national government focuses increasingly on gender and equity issues.
- 4.18 WASH gender outcomes provide valuable learning and experience for the systematic application of the corporate gender policy across other programmes in BRAC.

## 5.0 How to Operationalise Gender across WASH

*It is important to note that in any society or organization, members of a dominant group usually define overall purpose and values and have direct control over decision-making processes and the non-dominant group simply fit in to the established practice and culture. In such cases it is necessary to take affirmative measures in favour of the disadvantaged or the non-dominant group so that everyone, despite differences in gender, religion, or social background has a choice and equal access to opportunities.*

*BRAC Gender Policy, March 2007*

- 5.1 Undertake a facilitated/structured gender analysis framework (*general and water and sanitation*) – mixed groups of senior, middle management, and field staff (2 days).
- 5.2 Workshop to share BRAC Gender Policy and implications for WASH – Work on and Finalise Gender guideline (2 days).
- 5.3 Ensure that gender (together with Inclusion and Equity) is a cross-cutting thread through the logframe revision process (2 days). Identify key indicators for all important results on gender.
- 5.4 Critical programme issues such as WASH's quantitative targets, sequential approach, investments in piped water supply, cost recovery for technology options in low-water table areas, etc. blend of micro-finance and grant funds for financing hardware for the ultra poor all have critical gender and equity dimensions and need to be resolved urgently.
- 5.5 Undertake a scan of all materials (training, MIS indicators, etc.) and guidelines with a gender and equity lens. Pay particular attention to technology design and choices, hygiene promotion guidelines.
- 5.6 Undertake a scan of baseline results with gender lens, identify any gaps and commission special studies if/where needed.
- 5.7 Formulate an equitable *cost-recovery policy*, building on sector experience nationally. Pay particular attention to current policy to finance the poor through micro-credit linked to revolving funds operated by microfinance wing of BRAC.
- 5.8 Gender analysis together with other variables such as disability must be key ingredients of the design of a strategy for WASH in secondary schools. Such a strategy must be collaboratively undertaken with Education stakeholders, grounded in a robust institutional analysis and linked to technology development and sustainable O&M.
- 5.9 Share key emerging concepts, guideline and tools from above work in sharing workshops at upazilla level. Ensure that gender is discussed in the context of Poverty, Inclusion and Equity ... with context specific work at upazilla level on ethnicity, religion, age, location, occupation, etc.
- 5.10 Prepare phased action plan for 18 months and 36 months to Mid-Term review. Some activities on gender need to go beyond the narrow sector focus in order to contribute to staff's understanding of structural issues and inequities. Key areas include: i) The links between poor sanitation and nutrition, particularly in girls; ii) Water and sanitation and reproductive health iii) water and sanitation and improved hygiene – impact on *learning achievement* in secondary schools.
- 5.11 Design specific training modules after identifying gaps e.g. *Menstrual Hygiene & Management – Perceptions, Practices, and Facilities* – technology design. Ground these thematic discussions through systematic national literature scans and discussions as well as filed work by WASH staff to build ownership and commitment to these issues. Develop technology options for piloting.
- 5.12 **Integrate gender into overall M&E plan for WASH.** This must be based on the logframe and on outputs and desired outcomes (changes in behaviours) rather than on activities. The monitoring of activities must focus closely on the quality and sensitivity of processes in these early stages to ensure that the approach is gender-sensitive to deliver the planned outcomes. All indicators (process, performance or output and outcome) must be *engendered*.
- 5.13 **Strengthening Staff Capacity** 1. Designate change agents or lead staff on gender deployed across the programme – who receive additional training and are empowered to give lateral feedback to the WASH team directly (not through vertical line management). 2. Link WASH Gender focal points (specialist and designated leads on gender across programme to Gender and Diversity unit for sharing, support and mentoring 3. Prepare detailed TORs for responsibilities, outlining also how staff is expected to work on gender issues i.e. with direct support from gender specialist and support on strategic issues from gender and diversity unit 4. Encourage WASH team in Dhaka to engage laterally with other sector specialists on hygiene, sanitation technologies, cost recovery, subsidies, partnerships, etc. Encourage circulation of unedited, short *Back to Office* reports to ensure

structured learning and wider sharing with staff. 5. WASH Implementation team to learn from NGO partners on wider gender issues through exposure visits on issues linked to access to justice for poor women, violence against women, etc. 6. Consider specialised training for key WASH staff members and participation in LCG meetings, donor discussions, national and regional workshops to build capacity. 7. Move to a more horizontal way of working that encourages innovation, questions and creativity – recognizing special efforts and achievements along the way.

## 6.0 How to Monitor?

### 6.1 Key principles:

- Sex-disaggregated data is critical for determining differential responses to project processes, inputs and outputs.
- Keep it simple – focus on key information needs that will guide implementers and managers on programme priorities. The more data that is generated- the less likelihood of it being utilized.
- Attention to intended impact starts early in implementation and data wider than basic service delivery is required to ensure meaningful impact monitoring down the line.
- Monitoring must be of 3 types:

6.1.1 Performance Monitoring

6.1.2 Process Monitoring

6.1.3 Outcome Monitoring

#### 6.1.1 Performance Monitoring

This uses quantitative and qualitative data to measure *inputs, activities and outputs as defined in the Logframe and Action Plan*. The challenge is to effectively monitor delivery of results while ensuring that gender, inclusion and equity goals are satisfied.

##### 6.1.2 Objectives of Performance Monitoring

- Track progress against agreed targets and outputs
- To assess the extent to which poverty, gender, equity and inclusion are addressed in project outputs
- To identify emerging indicators for impact on vulnerable groups, women, etc.
- To help project correction, decision-making, identify specific study areas, etc.

*For specific indicators refer draft sample logframe*

#### 6.1.2 Process Monitoring

##### **From ‘Voice’ to ‘Influence’: Giving Teeth to Participation**

*There are three distinct stages relevant to the discussion on participation, each also understood as a goal:*

- i. *Visibilising “voice”*
- ii. *Strategic distillation of “voices” to produce agendas*
- iii. *Constituency-building behind agreed agendas*

*Each of the above is a process in its own right and the capacities required for effective pursuit of each of these are also specific. All three stages need their due attention if the participation process is to bear fruit. A common weakness here is to focus too much energy on stages one and three leaving the agenda crystallization process open to elite manipulation.*



- Process Monitoring is focussed on *how* we have achieved the results observed and documented through performance monitoring.
- The primary purpose of this type of monitoring is to ensure that activities adhere to the programme's stated approach and respect poor people's dignity, privacy, safety and time.
- Process monitoring will help WASH to identify which activities are effective, those which are not and can be adjusted or stopped; identify capacity building needs of the staff and community; ensure accountability and transparency of WASH project processes to the community.
- Responsibilities currently lie primarily with the Monitoring department in WASH – but close linkages with the WASH specialist team and MIS will also be needed to finalise logframe and prepare final monitoring indicators.

#### 6.1.2.1 Key areas for Process Monitoring include:

- Formation of Village & Union WASH committee
- Representation (women-headed households, landless, marginal farmers, day labourers, ethnic/religious minority in forums and committees)
- Process for selection of criteria for hard core/ultra poor/most vulnerable
- Application of selection criteria

The above are examples, the principle underlying which will need to be applied to key areas such as:

- Creation of demand for safe water technology options
- Creation of demand for latrine options
- Process by which villagers choose options
- Process of cross-subsidization and community decision-making on equity issues
- Participatory versus didactic skills in community mapping, hygiene promotion

#### 6.1.3 Measuring Outcomes and Impact

This will compare changes in access to services, health, poverty, social status, and livelihood status against baseline data. This will also measure changes in poverty, social status, gender awareness, nutrition and health status and livelihood security.

- Outcome Monitoring will be undertaken periodically to assess impacts of an intermediate nature (to be measured by the Monitoring department using proxies in many cases)
- They will also be more qualitative and long-term in nature to be measured through impact studies by RED.

In both cases the design of these indicators, thematic areas for studies, etc will need to be determined jointly by the WASH team and M&E units.

#### 6.1.3.1 Key Questions for formulation of indicators at all levels<sup>8</sup> are:

- *Who has access to information? Who does not?*
- *Who is able to utilise this information lucratively?*
- *Who does the physical work?*
- *Who makes the decisions?*
- *Who gets the benefits (water, training, income, jobs) as a result of the project?*
- *What are the major blockages to mainstreaming gender in WASH? How can they be overcome?*
- *How do we know that the poorest women, girls, vulnerable groups are satisfied and benefiting?*

#### 6.2. What to Monitor

- 6.2.1 Water sanitation programmes often focus on physical outputs rather than people's use of these facilities simply because it is much easier to collect data on the former. However programme success can only be determined by inclusive, communitywide use and maintenance of these facilities together with key hand washing practices in order to achieve health benefits and livelihood improvements.
- 6.2.2 Relevant indicators can only be drawn up against a clear, simple logframe that is output and outcome driven (rather than activity focussed). However, sex disaggregated data collected with implications for equity and gender may include:
- Water source preferences some sources for drinking others for washing, yet others in times of scarcity)
  - Preferences for siting of facilities
  - Latrine technology preferences by variables ( age, location, disability, soil condition, water availability, etc.).
  - Attitudes and practices in personal hygiene (hand washing, use of right hand, handling of faeces, child excreta, menstrual waste)
  - Cultural sensitivities linked to sanitation (menstruation is a shameful practice; latrines need to be far away from household, etc.)
  - Types of media preferred by men and women ( radio, street theatre, TV)
  - Roles of men and women in WSS agencies, local government, education
  - Uptake of new facilities by number and sex of users
  - Number of women in non-traditional positions in WASH linked activities
  - Number of men and women involved in hygiene promotion activities, technology design, etc.
- 6.2.3 Analysis of *what is not working* is critical even if overall implementation is achieving quantitative hardware targets (which are usually lower than 100%) in order to gain insights into exclusion, rejection of project processes or poor uptake. Thus key data points for WASH include:
- *The profile of households who do not have access to services* – these may include the percentage of households without any access to latrines, those with shared access, those with access to community water points, those who use pond water in the dry season, etc. Analysis of this exclusion will enable WASH to develop effective strategies.

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<sup>8</sup> Adapted from WEDC, Practical Guide to Mainstreaming Gender in Water Projects, Patkar & Coates, August 2000

- The small percentage of individuals in a 100% sanitized community *who do not practice key behaviours and the reasons for this.*
- *Poor sales of hardware* reported by sanitary marts/latrine producers, etc.

6.2.4 Each technical area within the programme will have its own gender and equity dimensions. For example in arsenic affected areas key issues include:

- 6.2.4.1 Links between poor nutritional status (*therefore potentially affecting poor adolescent girls*) and susceptibility to the toxic effects of arsenic consumption or arsenic in the food chain as important issues<sup>9</sup>
- 6.2.4.2 The cost and inconvenience are preventing households in affected areas, aware of the arsenic problem of actually switching or choosing an alternative option.
- 6.2.4.3 A large percentage of households that have switched to pond water, report boiling the water – a process costing time and money and an additional burden on women.
- 6.2.4.4 The enormous social fall out and its impact – girls with spots are unable to find husbands, married women with signs of arsenicosis are sent back to their husbands, men with symptoms are refused jobs...
- 6.2.4.5 Poor people are unable to access health services at Upazilla level and Union level arsenic and health committees are inactive and ineffective
- 6.2.4.6 The evidence on negative health impacts from arsenic contamination remain s relatively foggy. What is critical is that poor people are at far greater risk from bacteriological contamination than arsenic and hygiene and water messages need to be designed with care.

### 6.3 Who will monitor What and When? : Gender and WASH

Objective	Responsibility	Mechanism
<b>Refine concepts &amp; detail</b>	Gender specialist, WASH, Gender Adviser, HR, resource persons as required (logframe facilitator)	i) Revise Logframe to reflect clear indicators for equity and inclusion at output level, reflect in action plan, MIS and monitoring indicators. Ensure that quantifiable targets set are achievable. ii) Prepare gender analysis framework for WASH that cuts across all components with clear guidelines on the inclusion and equity
<b>Phase 1</b>	WASH Team Dhaka led by gender Specialist Designated Change Agents across WASH Key BRAC staff from HR, CFPR, BEP, BDP Partner NGOs/Technical Specialists	i) High light equity/gender issues in baseline analysis to identify key areas for programme. Identify gaps in baseline required for monitoring purposes and commission special studies if needed ii) Formulate key non-negotiable principles required to support red threads and reflect n staff TORs at all levels ( Dhaka and field) iii) Communicate clearly across WASH through workshops and dialogue iv) Formulate M&E plan with verifiable

<sup>9</sup> Patkar, A. Social appraisal for APSU –DFID-GoB, June, 2003

		<p>indicators</p> <p>v)Engender MIS</p> <p>vi)Ensure that key monitoring indicators focus on quality of participation, inclusive approach and valuing of women as water and sanitation managers</p> <p>vii)Technology development to factor in affordability, gender, age and disability – together with geographical location specific design adjustments</p> <p>viii)Important period for capacity building through networking and exposure to sectoral lessons</p>
<b>18 month review</b>	<p>Joint review RNE and BRAC – ensure application of rigorous equity and inclusion lens by technical specialist</p> <p>Further refine scope of guidelines and approach especially on critical issues such as cost-recovery and subsidies.</p>	<p>i)TOR for review to be based on mutually agreed verifiable indicators and proxies on use, behaviour change equity and sustainability. ii)Many of these will be process rather than output indicators at the 18-month point.</p> <p>iii)Deploy multidisciplinary team and ensure that gender and poverty are cross-cutting aspects of the review.</p> <p>Iv)Pay particular attention to staff capacity to seize opportunities for gender mainstreaming, organisational and other constraints and emerging successes from the field.</p> <p>v)Identify any special studies needed in collaboration with RED and Gender &amp; Diversity Unit</p>
<b>Phase 2</b>	<p>WASH team led by Programme Manager</p> <p>MIS Monitoring RED</p> <p>RNE &amp; MTR Team</p>	<p>i)Revise targets and programme roll-out based on experience of phase 1 and challenges of scaling up. Adjust approaches to any new realities/policy changes</p> <p>ii)Refine MIS &amp; Monitoring systems to focus on difficult areas, hard to reach groups, emerging sustainability issues and exclusion</p> <p>iii)Develop strategy for monitoring of quality of hardware and inclusion in secondary schools based on lessons from pilots and satisfaction surveys</p> <p>iv)Design impact studies to precede MTR and agree key indicators and data sources with MTR team</p>
<b>Mid-Term review</b>	<p>Interdisciplinary MTR team</p> <p>WASH personnel accompany to various sites</p>	<p>i)All data and studies analysed and received in advance of actual missions ( include progress against agreed indicators and proxies)</p> <p>ii)Field visits cover all typologies to gain balanced view of uptake and scaling up of</p>

		<p>programme</p> <p>iii) Focus on difficult topographies, poorest of the poor, sustainability of investments in phase I upazillas and second round planning for environmental sanitation. Particular attention to the experience with transfer of revolving funds to communities. A focus also on the effectiveness of any livelihood strategies piloted and their impact on the poorest, especially women and girls</p> <p>iv) Detailed review of the first roll-out in secondary schools, areas for improvement in going to scale</p> <p>v) Detailed review of piped water supply schemes with particular attention to equity issues</p>
<b>Phase 3</b>	<p>WASH Team, RED</p> <p>External technical experts</p> <p>End of Project review Team</p>	<p>i) Impact studies, consolidation of investments, systems for sustainability that are not BRAC dependant, documentation of community initiatives, case studies, formulation of advocacy messages and dissemination nationally and regionally</p> <p>ii) Roll-out of final upazillas, calculation of unit cost of WASH approach ( for expansion as well as sustainability)</p> <p>iii) Impact of improved services on girls' nutrition, health, learning achievement, etc.</p> <p>iv) Increased voice and authority – women in watsan committees and forums; increased evidence of initiative in non-watsan related areas; women manage substantive % of project funds and assets; women co-sign on loans from revolving fund, etc.</p>

## 7.0 Capacity to Implement

- 7.1 WASH is well resourced with a team of technical specialists in Dhaka and a team in the field. The Dhaka team includes a designated Gender specialist with considerable experience in *water and sanitation and health in addition to technical capacity on gender and poverty*, critical technical areas for the programme. A draft Terms of reference for the WASH Gender & Equity Specialist is attached as Annex 1. It is recommended that TORs be prepared urgently for all technical specialists and managers in WASH with specific reference to WASH commitment to poverty and gender and operational principles.
- 7.2 BRAC corporate has already put in place a Gender Justice and Diversity Unit, accountable to the Director, Human Resources. The GJ&D Unit is responsible for

monitoring the implementation of BRAC's overarching gender Policy with the mandate of providing the technical assistance required for implementation of the policy at different levels of the organization and on leading on the development of indicators and frameworks.<sup>10</sup>

- 7.3 A Gender Equity and Diversity Team, consisting of Directors and their representatives, is already in place acting as a Steering Committee of sorts with an advisory role to enable policy implementation.
- 7.4 Discussions by the Mission with the GJD & U were consensual on the need for a parallel Gender Action Task Force (GTF in figure overleaf) made up of lead persons on gender (not necessary new appointees but rather designated persons with a detailed TOR and the necessary capacity), who would be responsible for actually taking forward the practical implications of the policy on a day to day basis.
- 7.5 As suggested in the BRAC policy, this strategy endorses the need for an earmarked budget for work on Gender and Equity in the WASH budget.

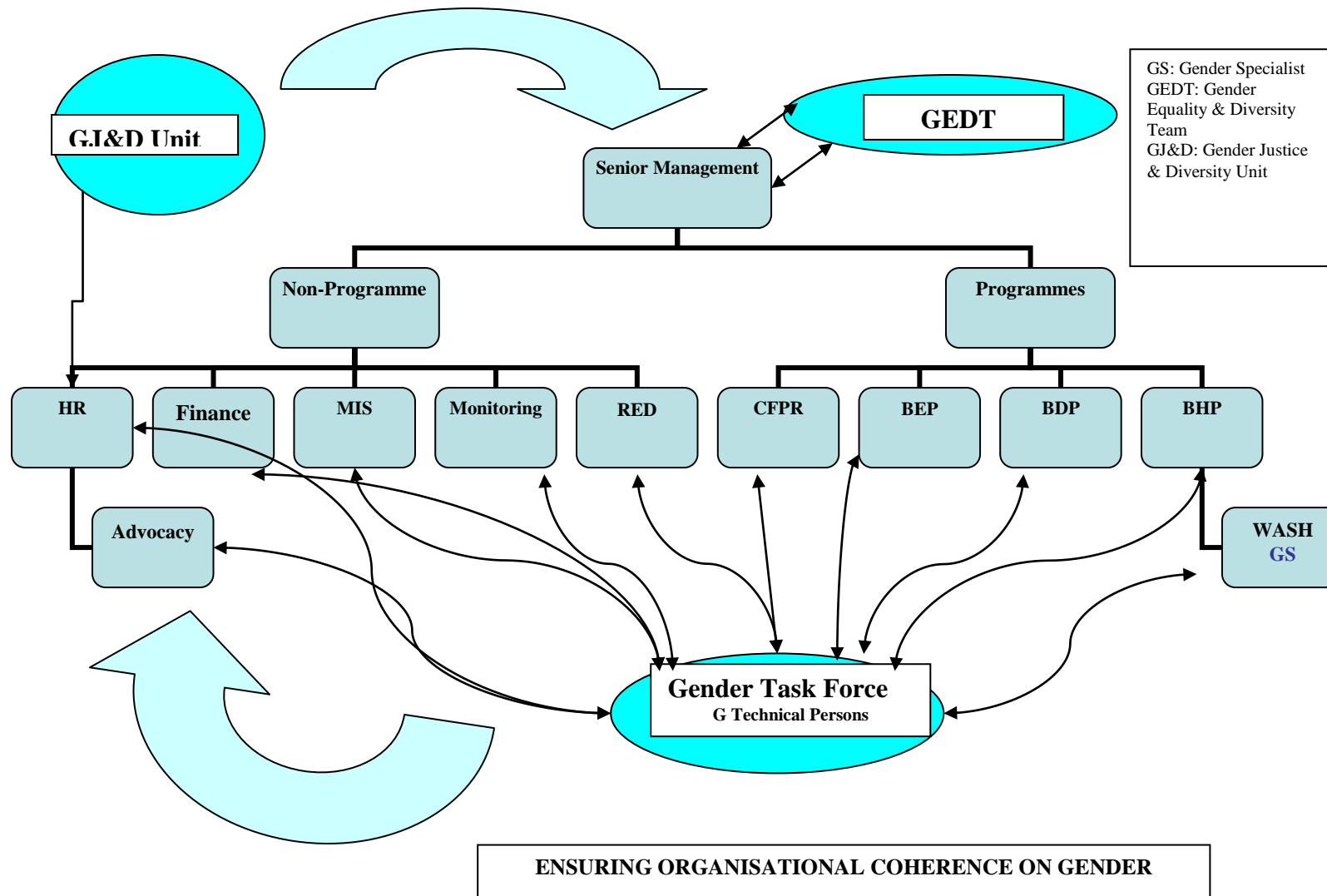
## 8.0 Organisational Linkages within BRAC

Figure 1 overleaf – is for representational purposes only. It depicts a few key human resource principles discussed with the Gender Equality and Diversity Team so that gender work under WASH is organizationally coherent but also sufficiently independent programmatically to set its own pace and forge ahead, regardless of speed of implementation of the overall policy.

- 8.1 These include:
  - 8.1.1 A designated Lead person on Gender in each Programme and Non-Programme Department. WASH already has in place, a designated Gender Specialist.
  - 8.1.2 These lead persons constitute a Gender Task Force which will be responsible for action and which will link with the GEDT for guidance.
  - 8.1.3 The Gender Steering Force made up of Heads of Department will have an advisory function – and will meet periodically with the GTF.
  - 8.1.4 The GEDT will lead on implementation of the Gender Policy and will work closely with WASH where support is required in the early days.
  - 8.1.5 Lateral sharing and openness will underline all implementation – lead persons are designated only to ensure that policy evaporation is prevented, as *gender mainstreaming* across WASH staff and partners ( internal within BRAC and external), is the desired medium term effect of the policy.
  - 8.1.6 WASH may be treated as a well resourced opportunity to move forward on gender and equity work within BRAC organizationally and programmatically.

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<sup>10</sup> Roles, Accountability, ownership and resources to implement the gender policy, BRAC Gender Policy, March 2007







## **ANNEX 1: Terms of Reference for Gender and Equity Specialist in WASH**

### **TERMS OF REFERENCE**

#### **Position:**

#### **GENDER & EQUITY SPECIALIST: BRAC WASH TEAM**

#### **Purpose**

To lead the development and implementation of pro-poor, equity and gender sensitive principles in all aspects of the WASH Programme in BRAC, in line with BRAC's Gender Policy and GOB's commitment to attaining the MDG targets in water and sanitation in Bangladesh in order to achieve better health for the poor.

#### **Background**

*To be finalized subsequent to logframe finalization to reflect purpose and outputs in final logframe together with key commitments from BRAC's final version of Gender Policy. (These are currently all in draft form).*

#### **Responsibilities**

1. The Gender & Equity Specialist (GES) will be responsible for complete technical oversight on all social development issues including quality assurance of all TOR's and studies produced by WASH, of capacity building support to partners, M&E, hygiene and technology development and deployment activities and financial programme support.
2. Internally, the GES will work closely with the Senior Management, technical specialists and field implementation staff of the BRAC WASH Team and collaborating Health, Nutrition, Education and other departments in BRAC, supported by the Gender Equality and Justice Unit in the HR Department of BRAC, to accelerate the delivery of pro-poor, gender-sensitive and equitable services under WASH. Externally s/he will work in collaboration with local BRAC NGO partners and local government authorities to achieve WASH and GoB objectives on 100% sanitation with a particular emphasis on *equity and sustainability*.
3. The GES will coordinate with and manage all poverty and equity issues linked to donor expectations and link with her counterparts in the Royal Netherlands Embassy on critical policy issues in WASH that have implications for her work. She is expected to have key responsibility for highlighting poverty and equity dimensions of all TORs including the 18 month and Mid-term review.
4. In the first 18 months, the GES will work especially closely with the Monitoring, MIS departments and subsequently with the Research and evaluation Department to ensure a high degree of analysis and qualitative monitoring on gender, equity and sustainability of WASH investments.

## Primary Activities

The primary activities of the GES, for which s/he will take the lead responsibility, have been identified as follows:

1. Finalisation of WASH policy and guidelines on poverty, inclusion, gender and equity, utilizing the externally prepared Equity and Inclusion Report and draft Gender and Equity Strategy and keeping in mind the national context, WAB country strategy, WASH objectives and BRAC's own Gender Policy. The GES is expected to play an important role in logframe finalization, definition of monitoring indicators and mechanisms and the drawing up of an M&E plan for WASH.
2. Design, support and facilitate where appropriate capacity building and training support on poverty, gender and equity issues for the WASH programme team ( Dhaka and field) utilizing appropriate resource persons where needed.
3. Ensuring that the WASH technical team in Dhaka and implementation personnel at all levels are well equipped and supported through different mechanisms (resource persons, appropriate material, exposure visits, etc.) to address the issues in the field as well as at organisational level.
4. Monitor and evaluate the application of the gender and equity policy in WASH and partners' programmes and feed the lessons learnt back into the ongoing activities;
5. Supervise and ensure quality control of the preparation of documentation linked to poverty, gender and equity issues including action research, case studies on issues related to poverty, gender and equity for dissemination internally within WASH, externally within the sector nationally and regionally. Link closely with the Research and Evaluation Department and the Advocacy team.
6. Support the advocacy team in WASH effectively articulate the poverty and equity issues in the water and sanitation sector nationally and regionally.
7. In collaboration with senior management lead WASH in developing a pro-poor and gender-sensitive culture internally within the team on structural issues and programmatically, in the implementation processes.
8. Engage closely across WASH, not just on gender but on other issues that are critical for equity such as selection strategies, implementation approaches, cost recovery strategies, financing and subsidies, technology design, sustainability, scaling up, etc.
9. Participate in external meetings (sector discussions, LCG meetings and workshops) in order to learn from the sector, not just on gender and poverty matters but widely in order to be able to seize opportunities for influence and action on gender and equity. Engage with national and local government ( Ministry of Health, LGDRC, Women and Child Welfare) to maximize dialogue and action on equity issues with a view to long-term sustainability.

10. Undertake field visits to WASH programme areas in order to:-

1. develop and maintain relationships with and support project partners and key stakeholders especially local government officials;
2. maintain a sense of how projects are developing from a process and content perspective;
3. Network with key resource organizations in Bangladesh, regionally and internationally to ensure that WASH is abreast of latest developments on poverty, equity and the sector in general;
4. Undertake field visits to understand first –hand the social, resource and institutional constraints to delivering and accessing services; and insight into the approaches, constraints and opportunities for project partners.
5. Visit other programmes in the sector – especially UNICEF plain lands and CHT, ASEH urban and rural, Dishari -PLAN to understand potentially complimentary approaches and the challenges of going to scale.

11. Maintain a strategic overview of social development concerns in WASH and their links to sector developments nationally and regionally; links between the water sanitation sector and education, health and livelihoods for the poor in Bangladesh; identify policy-level social development issues arising from the work of rural and disseminate internally within BRAC.

12. Together with the rest of the WASH technical team and in dialogue with other sector partners and stakeholders, develop a bank of local consultants who can support various aspects of WASH implementation.

## **Outputs**

Outputs will be defined to match those detailed in an action plan to be prepared as part of the finalization process of the draft Gender and Equity Guideline and Operational Strategy for WASH prepared by the International Consultant in April 2007. This work plan should be phased (Part 1 for 18 months and part 2 until the Mid term review) and in consonance with WASH's overall roll out plan over the programme period. Donor and external review recommendations should be regularly incorporated into this Terms of Reference and linked work plans.

## **Qualifications and Experience**

The Gender and Equity Specialist should have the following qualifications and experience:

- Postgraduate degree or equivalent relevant qualifications in the discipline of social science e.g. economics/ political science/development studies/ gender and development;
- At least 10 years working experience, 5 yrs of which should be with national NGOs and 3 yrs of which should be with an international NGO or bilateral / multi lateral donor agency.
- At least 3 years experience at a senior programme level in the areas of social development.
- Good knowledge of the WatSan sector;
- Excellent inter-personal skills and the ability to work in a dynamic team environment;
- Facilitation and training skills;

- Good English and Bangla: speaking and written;
- Good documentation and reporting skills;
- Ability to use Microsoft Word and Excel software;
- Willingness to travel on a regular basis, to remote areas of Bangladesh and overseas.

### **Support, Supervision and Reporting**

- The PPEA will work as a member of the WASH team, based in Dhaka and will report to the Milon Kanti Barua, Program Head, BRAC Health Program.
  - On strategic issues she is encouraged to work closely with and seek support from the Gender Advisor in the Gender Justice and Diversity Unit, in the Human Resources Department of BRAC in Dhaka.
  - It will be incumbent on the GES to identify any short-term and medium term support required by her in order to fulfill her Terms of Reference and to negotiate this with Management in order to ensure that WASH receives adequate good quality social development support. These needs are likely to be heavy in the first 24 months of implementation and it is expected that the GES will need to draw on a bank of external resource persons as well as internally within BRAC's other programmes and HR to operationalise the strategy in a timely manner.
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**ANNX2: INDICATIVE LOGFRAME TO ILLUSTRATE KEY RECCOMENDATIONS IN REPORT & GUIDELINE**

<b>Narrative Summary</b>	<b>Objectively Verifiable Indicators</b>	<b>Means of Verification</b>
<b>Goal</b>  <b>To facilitate in partnership with the Government of Bangladesh.....the attainment of the MDGs related to water, sanitation and hygiene for all, especially for underprivileged groups in rural Bangladesh.....</b>	Reduced child morbidity and mortality .....	Household income & expenditure surveys  BBS, ICDDR, UNICEF
<b>Purpose</b>  <b>90% of individuals in 150 WASH upazillas, especially poor children, women, adolescent girls and boys and men, use and maintain safe drinking water sources, dispose of human excreta safely and practise key hygiene behaviours at critical times.</b>	Reduced diarrhoeal disease in 150 upazillas and nationally  Reduced medical expenditure on water-related diseases  Time savings of women and girls, reduced drudgery  Reduced absenteeism of children and adolescents girls and boys in primary and secondary schools	Upazilla, national records  Progothir Pathey, BBS reports  Independent studies commissioned by WASH after 3 years  Household surveys against baseline
<b>Output1</b>  <b>90% or more of households in each community (especially the most vulnerable, children, women and men) in WASH project upazillas, safely dispose of human excreta (adult, child, infant) and adopt hygienic practices in a sustainable manner</b>	Communities declare themselves open-defection free with 100% of households having access to and utilising a shared or individual sanitary latrine.  100% of households dispose of infant and child excreta safely.  100% of Households have	Community PRA maps-record the before and after, utilised as a locally generated monitoring tool  WASH MIS and monitoring data  External triangulation through structured observation, FGDs, etc.  Local government data and national sanitation

	<p>year –round access to adequate water for washing and bathing;</p> <p>Children, men and women in 100% of households, wash their hands with soap and water after defecation, after disposal of infant/child faeces, before food preparation, serving and eating.</p> <p>X % of households repair/upgrade their monsoon or flood affected facilities with their own funds</p>	data.
<p><b>Output2</b>  <b>2. , 90% of households in WASH project upazillas have access to and consume drinking water from a convenient, affordable, reliable and safe location.</b></p>	<p>Water points, old and new are well-maintained, with clean surroundings and wastewater effectively channelled</p> <p>The poorest households, especially the landless and marginalised report access to adequate, affordable drinking water in the summer months</p> <p>The poorest and most vulnerable have improved access to better services as a result of effective cross-subsidization through equitable cost-recovery policies of WASH</p> <p>X % of WASH communities in y project upazillas are implementing water safety plans that enable communities, especially women, to identify and manage water quality risks.</p>	
<b>Output3</b>		

<p><b>3. Children, especially adolescent girls in <sup>11</sup> secondary schools ( specify status – government/non-government/all?) in x number of WASH upazillas have access to and utilise adequate, appropriate and safe water and sanitation facilities</b></p>	<p>Designs for disposal of menstrual material successfully piloted, tested (environmental safety and social acceptance) and scaled up in a phased manner.</p> <p>Adolescent girls, lady teachers express satisfaction and regular use of watsan facilities</p> <p>Girls and boys use drinking water and sanitation facilities regularly</p> <p>Schools report reduced monthly absenteeism of girls in upper primary and secondary</p> <p>In joint schools (primary &amp; secondary) WASH facilities complement school plan and investments in primary school</p> <p>Sector agencies/GoB adopts WASH designs for expansion to secondary schools in non-WASH upazillas</p>	<p>School records</p> <p>Interviews with students, teachers, parents</p> <p>Interviews with School authorities, SMCs, PEDPII stakeholders</p> <p>Upazilla records on retention and school achievement in secondary schools.</p>
<p><b>Output 4</b>  <b>4. Local Government, CBOs, SMCs in WASH upazillas demonstrate capacity to maintain basic service delivery quality and reliability at end of project</b></p>	<p>High level of awareness demonstrated at union and upazilla level on water safety issues, together with a demonstrated ability to respond in times of crisis.</p> <p>Women members of CBOs, union and upazilla committees increasingly influence ADP and block funds investment</p>	

<sup>11</sup> The Consultant believes that a realistic target needs to be set as 100 % of secondary schools in 150 upazillas is practically impossible to achieve with the underlying principles of quality, equity and inclusion.

	<p>decisions.</p> <p>Union and upazilla committees support WASH approach and, leverage ADP fund and WASH revolving funds for community based environmental sanitation rather than individual subsidies (i.e. drainage, composting, etc.) and other development purposes</p>	

It should be noted that all points currently defined as outputs ( page 77 of LFA Annex C of project proposal) would appear at a level lower i.e. Activities in the logframe. OVIs also become activities and need quality and equity indicators for assessment of process and effectiveness.

Objective 1 – becomes a key activity under Hygiene promotion. Each OVI becomes a sub-activity i.e.

<b>Activity1</b>		
<b>Provide sustainable and integrated WASH services in rural areas of Bangladesh</b>		
<b>1.1 Hygiene Education to 37.5 million people in 150 upazillas</b>	<p>HE approach responsive to particular geographical typology and socio-cultural context to ensure relevance and close the gap between knowledge and practise (different for high latrine coverage areas, CHT, coastal, etc.)</p> <p>Community maps reflect an accurate baseline on hygiene practices and facilities – with phased plan to sustainable behaviour change</p> <p>Men report increased awareness of the importance of hygienic practices and support investments in water and</p>	<p>WASH HE manuals, training modules, quality monitoring reports</p> <p>Community maps</p> <p>FGDs with men/ women</p> <p>Local vendors</p>



	<p>sanitation</p> <p>Sales of soap increase</p>	
<p><b>1.2 Sanitation coverage increased to 80%</b></p> <p><i>Rephrase in terms of use and sustainability</i></p>	<p>A range of affordable options to suit local topography available and in use across WASH project upazillas</p> <p>Maps show sanitation coverage but also gaps in usage with commitments to close the gap</p> <p>Unsanitary latrines repaired or upgraded with the help of WASH</p> <p>Women report satisfaction with facilities post-monsoon/floods</p>	
<p><b>1.3 100% community access to safe water</b></p>	<p>Landless communities report adequate access to drinking water in summer months</p> <p>X % of communities demonstrate heightened awareness of water quality issues</p> <p>Y communities are implementing water safety plans and demonstrating an increased ability to manage WQ risks</p>	